MATHEMATICS STATEMENT OF INTENT

At St Ethelbert's R.C. Primary School, it is recognised that Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems whilst expressing their reasoning fluently. It enables children to understand and appreciate relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

In conjunction with the National Curriculum, we aim to:

- develop a positive attitude to maths as an interesting and attractive subject in which all children gain some success and pleasure.
- encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life.
- develop an ability in the children to express themselves fluently, to talk about the subject confidently, using correct mathematical language and vocabulary.
- develop an appreciation of relationships within maths.
- develop ability to think clearly and logically with independence of thought and flexibility of mind.
- use manipulatives to aid the development and learning of the children in mathematics.
- use CPA (Concrete, Pictorial and Abstract) approach to developing mathematical skills.
- develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal.
- develop mathematical skills and knowledge and quick recall of basic facts in line with National Curriculum recommendations.

PREVIOUSLY COVERED IN EYFS

Early Learning Goal: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting and other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Early Learning Goal: Number patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

NATIONAL CURRICULUM

KS1

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

LOWER KS2 YEARS 3 AND 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

UPPER KS2 YEARS 5 AND 6

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Mathematics topic progression

Year 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Place Value: Counting	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count numbers to 100 in numerals; count in multiples of twos, fives and tens	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	• count in multiples of 6, 7, 9, 25 & 1 000 • count backwards through zero to include negative numbers	• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero	
Place Value: Represent	• identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words	• read and write numbers to at least 100 in numerals and in words • identify, represent and estimate numbers using different representations, including the number line	• identify, represent and estimate numbers using different representations • read and write numbers up to 1 000 in numerals and in words	• identify, represent and estimate numbers using different representations • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • read Roman numerals to 1 000 (M) and recognise years written in Roman numerals	• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
Place Value: Use PV and compare	• Given a number, identify one more and one less	• recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000	• find 1 000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1 000	• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit

Place Value: Problems & Rounding		• use place value and number facts to solve problems	• solve number problems and practical problems involving these ideas.	• round any number to the nearest 10, 100 or 1 000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers	• interpret negative numbers in context, • round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above	• round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above
Addition & Subtraction: Recall, Represent, Use	• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation) • represent and use number bonds and related subtraction facts within 20	• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	• estimate the answer to a calculation and use inverse operations to check answers	• estimate and use inverse operations to check answers to a calculation	• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	

Addition & Subtraction: Calculation	• add and subtract one-digit and two-digit numbers to 20, including zero	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers	• add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers	• perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations
Addition & Subtraction: Solve Problems	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	• solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods	• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Multiplication & Division: Recall, Represent, Use					
		• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	• recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations	• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	• identify common factors, common multiples and prime numbers • use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

Multiplication & Division: Calculation					
		• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	• multiply two-digit and three-digit numbers by a one-digit number using formal written layout	• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate remainders according to the context • perform mental calculations, including with mixed operations and large numbers

Skills Progression

Multiplication & Division: Solve Problems	• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	• solve problems involving addition, subtraction, multiplication and division
Multiplication & Division: Combined Operations					• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	• use their knowledge of the order of operations to carry out calculations involving the four operations

Maths Skills Progression

Fractions: Recognise & Write					
• recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	• count up and down in hundredths recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	• identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)	

Fractions: Compare					
	• Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	• recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators	• recognise and show, using diagrams, families of common equivalent fractions	• compare and order fractions whose denominators are all multiples of the same number	• use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1

Fractions: Calculations		• write simple fractions for example, ½ of 6 = 3	add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)	• add and subtract fractions with the same denominator	• add and subtract fractions with the same denominator and multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) • divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)
Fractions: Solve Problems			• solve problems that involve all of the above	• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number		

Decimals: Recognise and Write				• recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	• read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$) • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	• identify the value of each digit in numbers given to three decimal places
Decimals: Compare				• round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places	• round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places	

Decimals: Calculations & Problems				• find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	• solve problems involving numbers up to three decimal places	• multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy

Fractions, Decimals & Percentages				• solve simple measure and money problems involving fractions and decimals to two decimal places.	• recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.	• associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion					• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and **missing number problems** such as 7 = ☐ - 9	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and **missing number** problems.	solve problems, including **missing number** problems			• use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy number sentences involving two unknowns • enumerate all possibilities of combinations of two variables

Measurement: Using Measures					
• compare, describe and solve practical problems for: • lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] • mass/weight [e.g. heavy/light, heavier than, lighter than] • capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] • time [e.g. quicker, slower, earlier, later]	• choose and use appropriate standard units to estimate and measure **length/height** in any direction (m/cm); **mass** (kg/g); **temperature** (°C); **capacity** (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and =	• measure, compare, add and subtract: **lengths** (m/cm/mm); **mass** (kg/g); **volume/capacity** (l/ml)	• convert between different units of measure (e.g. kilometre to metre; hour to minute) • estimate, compare and calculate **different measures**	• convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use equivalences between metric units and common imperial units such as inches, pounds and pints • use all four operations to solve problems involving measure (e.g. **length, mass, volume, money**) using decimal notation including scaling.	• solve problems involving the calculation and conversion of **units of measure**, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres

| Measurement: Money | • recognise and know the value of different denominations of **coins and notes** | • recognise and use symbols for pounds **(£) and pence (p)**; combine amounts to make a particular value
• find different combinations of coins that equal the same amounts of money
• **solve simple problems** in a practical context involving addition and subtraction of money of the same unit, including giving change | • add and subtract amounts of **money** to give change, using both £ and p in practical contexts | • estimate, compare and calculate different measures, including money in pounds and pence | • use all four operations to solve problems involving measure (for example, money) | |

Measurement: Time						
	• sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	• compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • know the number of minutes in an hour and the number of hours in a day	• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events, for example to calculate the time taken by particular events or tasks	• read, write and convert time between analogue and digital 12 and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	• solve problems involving converting between units of time	• use, read, write and convert between standard units, converting measurements of time from a similar unit of measure to a larger unit, and vice versa

| Measurement: Perimeter, Area, Volume | | | • measure the **perimeter** of simple 2-D shapes
• find the area of rectilinear shapes by counting squares | • measure and calculate the **perimeter** of a rectilinear figure (including squares) in centimetres and metres
• find the area of rectilinear shapes by counting squares | • measure and calculate the **perimeter** of composite rectilinear shapes in centimetres and metres
• calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
• estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water) | • recognise that shapes with the same areas can have different **perimeters** and vice versa
• recognise when it is possible to use formulae for area and volume of shapes
• calculate the area of parallelograms and triangles
• calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3 |

Geometry: 2D Shapes	• recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles]	• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects	• draw 2-D shapes	• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify lines of symmetry in 2-D shapes presented in different orientations	• distinguish between regular and irregular polygons based on reasoning about equal sides and angles • use the properties of rectangles to deduce related facts and find missing lengths and angles	• draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Geometry: 3D Shapes	* recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]	* recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres] * Compare and sort common 3-D shapes and everyday objects	• make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3-D shapes, including making nets

Geometry: Angles & Lines						
			• recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines	• identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry	• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees identify: ∗ angles at a point and one whole turn (total 360°) ∗ angles at a point on a straight line and ½ a turn (total 180°) ∗ other multiples of 90°	• Find unknown angles in any triangles, quadrilaterals, and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

| Geometry: Position & Direction | • describe position, direction and movement, including half, quarter and three-quarter turns | • order and arrange combinations of mathematical objects in patterns and sequences
• use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) | | • describe positions on a
• 2-D grid as coordinates in the first quadrant
• describe movements between positions as translations of a given unit to the left/right and up/down
• plot specified points and draw sides to complete a given polygon | • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed | • describe positions on the full coordinate grid (all four quadrants)
• draw and translate simple shapes on the coordinate plane, and reflect them in the axes |
| Statistics: Present and Interpret | | • interpret and construct simple pictograms, tally charts, block diagrams and simple tables | • interpret and present data using bar charts, pictograms and tables | • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs | • complete, read and interpret information in tables, including timetables | • interpret and construct pie charts and line graphs and use these to solve problems |

Statistics: Solve Problems		• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data	• solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	• solve comparison, sum and difference problems using information presented in a line graph	• calculate and interpret the mean as an average